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ABSTRACT

This New York State teaching activities guide is designed to be used by instructors of adult basic education to encourage students to register to vote, to obtain information about the candidates and issues of the 1988 Presidential election, to make responsible decisions, to cast ballots, and to accept and work with the results of the election. The sections within the guide focus on: (1) election awareness; (2) becoming an informed voter; and (3) the voting process. To promote understanding of political terms and voter responsibility, sections contain various activities including fill-in-the-blank fact sheets, a crossword puzzle, case studies, practice voter registration forms, and issues worksheets. Answer keys are provided for the fact sheets and the crossword puzzle. (DJC)

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WE, THE PEOPLE, CHOOSE: 1988

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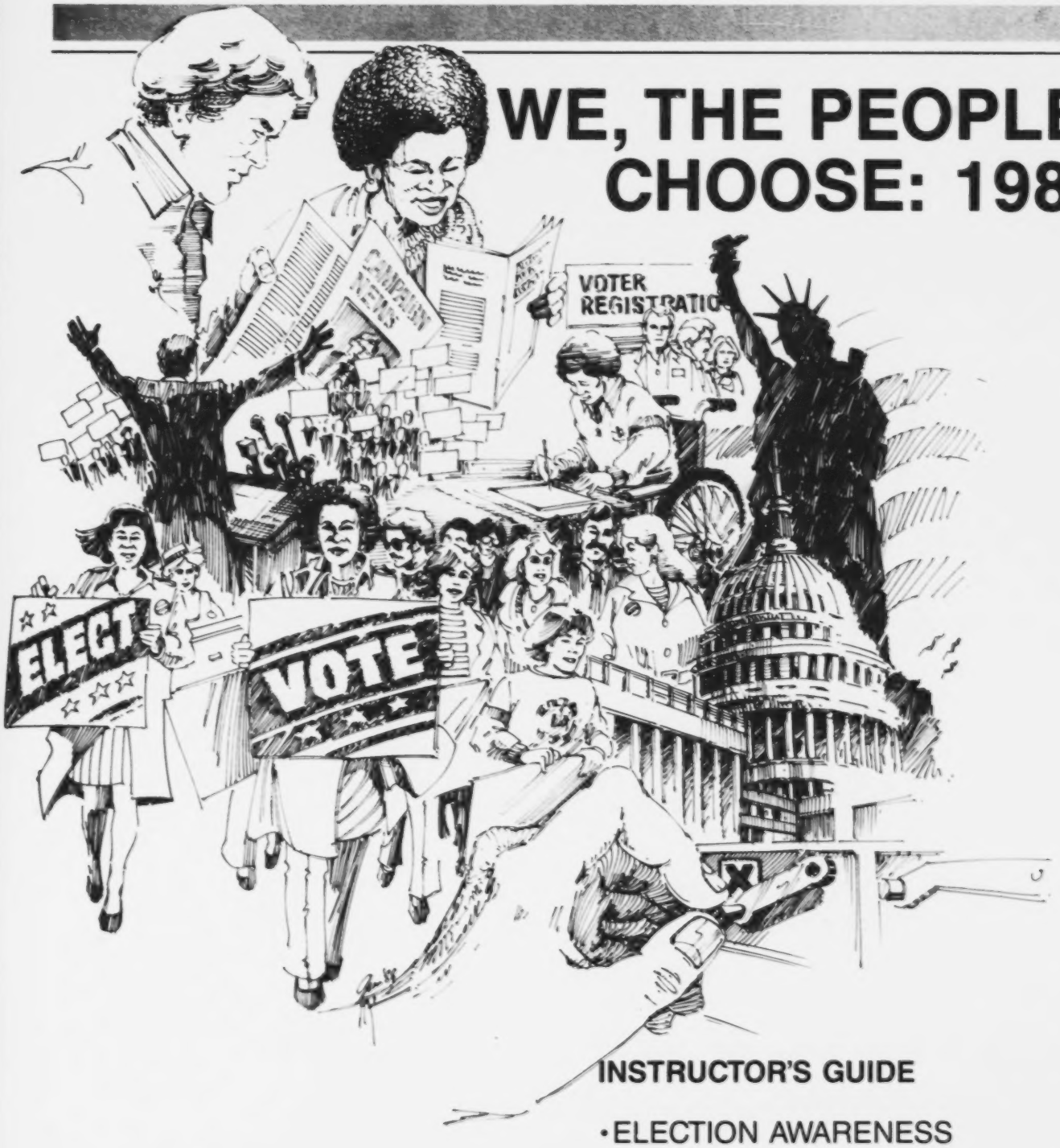
INSTRUCTOR'S GUIDE

- ELECTION AWARENESS
- BECOMING AN INFORMED VOTER
- THE VOTING PROCESS

SO 019 552

The University of the State of the New York • THE STATE EDUCATION DEPARTMENT • Bureau of Curriculum Development and Division of Continuing Education • Albany, NY 12234

WE, THE PEOPLE, CHOOSE: 1988



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- THE VOTING PROCESS

The University of the State of the New York • THE STATE EDUCATION DEPARTMENT • Bureau of Curriculum Development and Division of Continuing Education • Albany, NY 12234

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FOREWORD AND ACKNOWLEDGMENTS

On Tuesday, November 8, 1988, all eligible U.S. citizens who are registered to vote will have the opportunity to choose whom they wish to represent them in government. However, many will fail to exercise this right and privilege and, unfortunately, the record shows that the majority of those who fail to vote are the undereducated, underemployed, and unemployed. Yet these citizens, as much if not more than others, need political advocates who will represent their interests on such issues as education, employment, housing, health care, transportation, and a myriad of other concerns that determine the well-being of us all.

This teaching activities guide, *We, The People, Choose: 1988* has been designed to be used by instructors of adult basic education to encourage their students to register to vote, to obtain information about the candidates and issues of the 1988 Presidential election, to make responsible decisions, to cast their ballots, and to accept and work with the results of the election. Indeed, if the government of the United States is going to remain "of the people, by the people, and for the people," then we, the people, — as many of us as possible — must choose.

Many individuals have made valuable contributions to the development of this guide. Mary Saraceno, Niskayuna Public Schools, developed the original format and many of the activities that were used in the 1984 edition. Jacob I. Hotchkiss, formerly Associate, Bureau of Social Studies Education, and now retired, revised the guide for the 1988 Presidential elections. Dorothy Houde, City School District of Albany and Susan Richmond, President, League of Women Voters, Albany County, reviewed the guide and provided many helpful suggestions. Steven LaFever, Public Relations Officer, New York State Board of Elections, provided current information regarding election regulations.

George K. Tregaskis, Associate, Bureau of Curriculum Development, coordinated the entire project.

Additional copies of this guide may be obtained by sending a request and self-addressed label to George K. Tregaskis, Bureau of Curriculum Development, Room 314 EB, New York State Education Department, Albany, New York 12234.

Further assistance in offering this program may be obtained from the Division of Continuing Education and/or the League of Women Voters Citizen Information Service, whose toll-free telephone number is (800) 462-6204. Local Boards of Elections locations may be obtained by phoning the New York State Board of Elections at (518) 474-6220 or by referring to page 40 in this guide.

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INTRODUCTION

Every Election Day, whether it occurs in a Presidential year, or whether it involves other national, state and or local contests, is a celebration of democracy. The fact that, in so many parts of the world, elections are either not held or are rigidly controlled makes it all the more important for those of us who live in democratic countries (which are, perhaps, more numerous than we might think) to take a good look at our electoral process in order to keep it in good working order. For us in the United States, 1988 is an ideal time to do this, for this is a year of our most important type of election a — Presidential year.

One of the most serious problems faced each Election Day in the United States is the low turnout of eligible voters in comparison to the potential numbers. Our record for this kind of participation is one of the poorest of the democracies. One of the main purposes of this publication is to stimulate participation in the electoral process.

There is a particular vocabulary that relates to the political and electoral process. A portion of this vocabulary appears below. Some of the words are concepts; some are simply terms. All are nouns, but some (as indicated) can be verbs as well. This is neither an exhaustive list nor a minimal one. It appears as an aid to the teacher and students and as one of many vehicles not only for building understanding of our electoral system and its importance to the nation, but also for expanding the student's working vocabulary and communication skills. The order below represents a generally logical progression, but is, of course, flexible. The students should become familiar with as much of this vocabulary as possible.

Group I
- political system
- democracy
- choice
- decision

Group II
- elected official
- appointed official
- term of office
- vote (n., v.)
- registration (in person, mail)
- political party (major, minor)
- enrollment
- candidate
- petition (n., v.)
- primary election
- nominating convention
- "favorite son/daughter"
- incumbent
- re-election
- platform/plank
- general election
- campaign (n., v.)
- issue
- policy
- debate (n., v.)
- poll n., v.) survey (n., v.)

Group III
- Boards of Elections (State, local)
- election district
- polling place
- voting machine
- ballot (secret, horizontal, vertical, absentee)
- write-in
- popular vote
- electoral vote (electoral college)
- majority
- plurality
- recount (n., v.)
- proposition, amendment

PART ONE: ELECTION AWARENESS

Understandings and generalizations to be developed in this section are as follows:

1. Many things make a democracy function. One of the most important of these is that citizens use voting as an expression of their opinions on issues.
2. There are two major political parties, Democratic and Republican. Examples of small (or minor) parties in New York State include Conservative, Liberal, and Right-to Life.
3. To vote, a person must be:
   a. Eighteen years old on or before Election Day
   b. A citizen of the United States
   c. A registered voter.
4. People can register to vote in person or by mail. A voter must re-register if he or she changes address or political party enrollment. If a person has not voted in four years, he or she must register again.
5. In a primary election, members of political parties select candidates to run in a general election. In a general election, all registered voters, regardless of party affiliation, may vote for candidates for public office.
6. Important voting dates include:
   October 11, 1988 — Postmark deadline for registration by mail
   October 15, 1988 — Last date for in-person registration
   November 8, 1988 — Election Day

The four teaching activities in this section are:

A. Voter Fact Sheet 1
B. Crossword Puzzle
C. Role Playing
D. Voter Registration

These activities are not sequential. Therefore, the teacher may choose to do all, several or only one, depending on time and/or student interest. However, in order to act effectively in the role playing situations, the students may need reinforcement of essential vocabulary and facts. Therefore, the Voter Fact Sheet 1 activity should precede the role-playing activity.

Activity I.A: Voter Fact Sheet 1

The goals of this activity are:

1. To introduce vocabulary, content and generalizations relating to the electoral process.
2. To encourage inquiry and discussion.

Distribute Voter Fact Sheet 1 and complete it as a classroom activity. In particular, discuss the pros and cons of enrolling as a party member. For interest, poll the class members as to whether they as individuals will choose to enroll as party members. It should be emphasized that whether one enrolls or not and how one enrolls are private matters, and *no one* is *obliged* to answer questions pertaining to party enrollment. It is purely voluntary. Do not ask students to identify their individual choices of party. Also, be aware that some students may already be enrolled in parties.

Voter Fact Sheet 1

Complete each statement by filling in each blank with a correct word or phrase.

1. **Why vote?**

In order for our democracy to work well, our leaders must be _____ by us.

2. **What are political parties?**

A political party is an organization made up of people who have, generally, _____ ideas about government. The two most important, or major, political parties in the United States are the _____ Party and the _____ Party.

There are smaller, or minor, political parties made up of people who, for one reason or another, may be _____ with either or both of the two major parties. In New York State, three minor parties are certain to appear on the voting ballot in 1988. They are the _____ Party, the Party and the _____ Party. Other minor parties may also appear if they file petitions with the required number of registered voter's signatures. Sometimes a minor party will support (endorse), a candidate or candidates of a major party.

3. **What are the different types of elections?**

Primary Elections (or Primaries)

The purpose of a primary election is to help choose a political party's _____. In New York State, only _____ of a political party can vote in that party's primary election.

In New York State, our 1988 Presidential primary election took place on _____.
(month/date)

The date for all other 1988 primary elections in New York State is _____.
(month/date)

NOTE: Not every party holds a primary election every primary election day. Why not? _____

_____

Which party or parties held a Presidential primary in New York State this year? _____

_____

General Elections

All _____ voters may vote in a general election, whatever their political party, or if they do not belong to any political party. The people who _____ in a general election will serve in the offices to which they have been _____. The period of time during which they serve is called their _____ _____ _____.

4. **How do you become a registered voter?**

To register to vote, you must be

- a _____ of the United States
- at least _____ years old by Election Day
- a resident of your _____ for at least _____ days before Election Day.

5. **Why join a political party?**

It is not necessary to join a political party in order to register or to vote. However, it is possible to join, or _____, in a political party if you wish. Two reasons for doing this are: 1) _____

_____

2) _____

6. **Will I ever have to register again?**

If you have ever registered before, you must re-register if:

- you have not voted in the last _____ years.
- You have changed your _____.
- You wish to change or cancel your political party _____.

7. **What are the important dates for voting?**

The postmark deadline for 1988 mail registration is _____ (month/date).

The deadline for 1988 in person registration is _____ (month/date).

Election Day in the United States occurs on the first _____ (day) after the first _____ (day) in the month of _____.

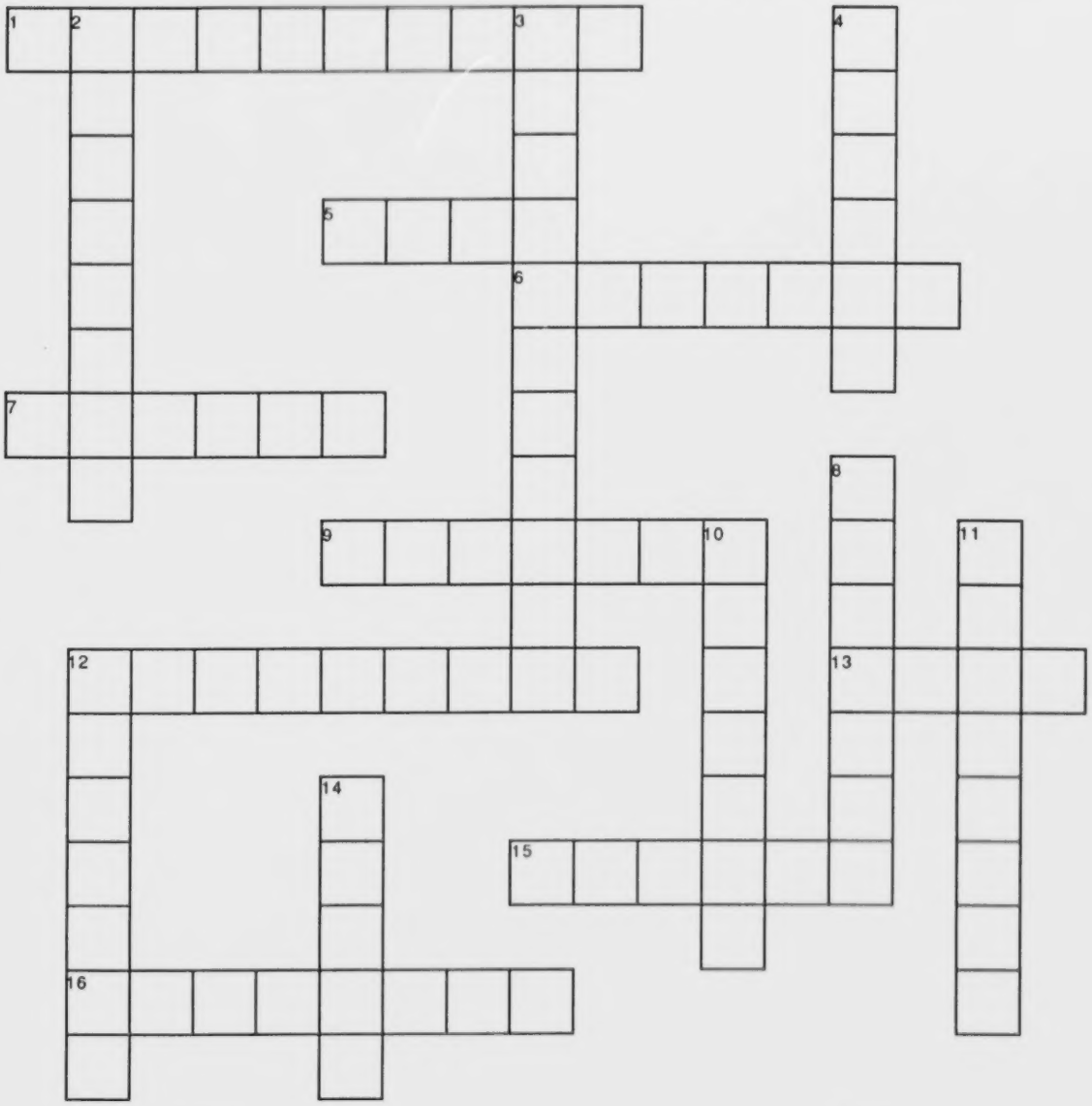
Election Day this year is on _____ (month/date).

Activity I.B: Crossword Puzzle

The goal of this activity is to reinforce some of the vocabulary, content, and generalizations introduced in "Election Awareness."

Distribute the crossword puzzle and have the students complete it as a classroom, small group, or independent activity.

1988 PRESIDENTIAL ELECTION CROSSWORD PUZZLE



Across

1. A donkey is the cartoon symbol for the _____ party.
5. In a democracy, every eligible person should _____.
6. You vote at your place _____.
7. All voting is kept _____.
9. In a _____ election, voters may choose among candidates from several political parties.
12. A person who runs for office.
13. Register to vote in person or by _____.
15. You must live in your locality at least days before the elections in order to vote.
16. The Republican Party cartoon symbol is an _____.

Down

2. The minimum voting age.
3. A registered voter who does not wish to join a party.
4. When _____ to a new address, you must reregister.
8. Only party members can vote in this kind of election.
10. A place where you can read about candidates and issues.
11. Voting is one way we can express our _____.
12. You must be a United States _____in order to vote.
14. Voting is a democratic _____.

Activity I.C: Role Playing

The goal of this activity is to provide the students with practice in using the vocabulary and content and applying the generalizations developed in "Elections Awareness."

Situation 1 focuses on qualifications for voting, situation 2 focuses on voter registration, and situation 3 focuses on voter re-registration.

Three students are needed for each situation; two students to assume the given roles and a third to present the backgrounds and dilemmas.

Situation 1: Qualifications for voting

Background

Carlos has been living with his relatives since arriving from his native country of Nicaragua just six months ago. He is not an American citizen. He is curious about the voting process in this country.

Juan, Carlos' brother, became a naturalized citizen of the United States six years ago.

Dilemma:

Carlos asks his brother the following questions and Juan provides answers.

- Why do you vote?
- Will you be penalized either for voting or not voting?
- Is your vote secret?
- Can I, Carlos, vote?
- What is a ballot?

Note:

Juan must explain the qualifications for voting and convince Carlos that voting is both a right and a privilege in a democratic society and is done in secret. He must also explain what might be on a ballot, and why Carlos cannot vote in this year's election.

Situation 2: Voter registration

Background:

Jenna Lee, a 25-year-old naturalized citizen, moved to her present address one year ago and has never voted.

Metta is a co-worker of Jenna Lee and is a registered voter.

Dilemma:

Metta must encourage Jenna Lee to vote and explain to her the procedure for registering. She must answer the following questions which Jenna Lee asks:

- Why do I have to register in order to vote?
- Where can I go to register?
- When do I register?
- Does it cost money to register?
- Do I need to bring anything with me when I register?
- How do I register?

Situation 3: Voter re-registration

Background:

Marie is the third generation of her family to be born in the United States. She has recently moved in with her mother, Rose, who has not voted in five years. Marie voted in the last election and wishes to vote again this year.

Maureen, a friend of Marie's, is very active in voter registration drives.

Dilemma:

Maureen must encourage Rose to vote, explain to Marie and Rose why they must re-register, provide them with instructions for re-registering, and answer Marie's questions:

- Why is it necessary to re-register?
- How do we re-register?
- What are the deadlines for voter registration?
- Does my mother have to re-register? If so, why?

Maureen must also explain that voter registration is one of the ways we can help assure fair elections. It prevents people from voting more than once or voting under the name of someone who has died. It also provides an opportunity to join a political party.

Activity 1.D: Voter Registration

The goal of this activity is to provide the students with an opportunity to complete an actual voter registration form.

Practice registration forms are included on the following pages. Actual registration forms are available at local Boards of Elections. Distribute actual voter registration forms and complete them as a classroom activity. Note the following:

- All information must be *printed* or *typed*.
- Blue or black ink must be used.

Sect. 1

- Asian students and others sometimes write their family names first and their given names second. For example, a person by the name of Wong Mei-Wah will enter Wong (the family name) in the first box labeled "Last Name" and Mei-Wah (the given name) in the second box labeled "First Name."

Sect. 4

- Have a listing of local zip codes on hand. These can be obtained from a telephone director or the post office.
- Note all boxes must be filled in; e.g., "Jr." or "Sr." or "Village." If the voter's mailing address is neither a city nor town nor a village (i.e., a hamlet that happens to have its own postal designation, such as Loudonville or Latham), use the correct postal designation rather than the town name. This provides an opportunity to clarify the distinctions among cities, counties, towns, villages and the appropriate postal designations.

Sect. 7

- If necessary, practice with students how to write their birth dates numerically; eg., 4/6/50. Note that some countries and some organizations within countries use different ways of recording dates. The example used above, meaning April 6, 1950, might be written 6/4/50 in some countries of Europe or Latin America or elsewhere, or the U.S. armed forces. (6 APR 1950)
- When indicating sex, "M" or "F" is sufficient.
- Approximate students' heights or provide an experience to measure students' heights. Metric measurements may be used.

Sect. 12

- The day before this activity, ask any naturalized citizen to bring his or her naturalization papers to class.

Sect. 13

- Read this section together, making sure students understand the choices. Be objective in your presentation of this information. Caution students to mark only one square.

Sect. 14

- Read this section together explaining any legal or other terms.
- Students must sign the registration form in two places: under the affidavit in Section 14 and on the reverse side following the "X."
- No marks should be made outside the heavy black lines (from side). This is for official use only.
- Discuss the back of the registration form indicating how and when this will be used.

MAIL-IN VOTER REGISTRATION FORM

ABSENTEE VOTING

In order for a person to be eligible to receive an absentee ballot for a general, special or primary election he must be on the day of such election sick or physically disabled or away from the county of his residence because of business, school or vacation.

If you desire an absentee ballot application form, please check the appropriate box below and complete the name and address section. The address should be the one to which you wish the application sent.

This is NOT an application for an absentee ballot.

Primary ☐ General ☐

NAME _____

ADDRESS _____

FOLD HERE SECOND

Form 153-Rev. 1988

INSTRUCTIONS

COMPLETION OF FORM

1. Print your name and residence clearly. Do not give
2. post office box as residence. Include apartment, room
3. or floor number if part of address.

5. Print your mailing address if it is different from your residence address. Be sure to include the route or box number, if any.

8. Show in either years, months or days how long you have lived at this address. Circle time period which you are using.

11. If this is your first registration, write none in appropriate space. Otherwise print year and address from which last registered.

12. If answer to No. 12 is yes, continue to No. 13. If answer is no, provide information requested in section.

13. Enrollment in a political party is optional but you must be enrolled in a party in order to vote in a primary election of that party. Failure to check any box in this section will be considered as a desire not to be enrolled in a party.

13a. Check this box if you are already registered from your present address and are using this form to change your enrollment.

14. Sign and date within space provided. If you are unable to sign, your mark must be witnessed on the line indicated. Be sure to sign next to x on reverse side.

GENERAL INSTRUCTIONS

1. In order for your registration to be effective for the next general or special election, you must be a citizen of the United States, be 18 years old and a resident of the county, city or village for 30 days by the time of the election.

   Your application must be delivered to the board of elections not later than the 30th day before the election or postmarked not later than the 30th day and received by the board not later than the 25th day before the election in order to vote at that election.
2. Once you have registered you do not have to register again unless you move or fail to vote in a general, special or primary election for four consecutive years.
3. You will be notified by the board whether your application has been accepted or rejected. If you have not received this notice within 25 days after your application is submitted, you should contact the board.
4. In order for your registration and enrollment to be effective for the next primary election, your application must be filed with the board of elections not later than the 60th day before the primary election except that: (a) If you did not have the qualifications to vote at the last general election (age, citizenship, time at residence) you may apply up to 30 days before the primary election. (b) A transfer of enrollment (a registered voter moving within the State) must be filed at least 30 days before the primary election (c) If you change party enrollment, it will not be effective until after the next general election.
5. If additional assistance or information is required, contact your county board of elections.

Be sure to include appropriate Board of Elections address on reverse side.
It is a Class E felony for any applicant to procure a false registration or to furnish false information to the boards of election.

FOR OFFICIAL USE ONLY

SERIAL NUMBER

Election District	Ward or A.D.

Date of Reg.

Cancellation

Date

Reason	1	2	3	4	5
	☐	☐	☐	☐	☐
	6	7	8	9	10
	☐	☐	☐	☐	☐

Other Remarks

Democratic Registrar

Republican Registrar

1 Last Name | First Name | Initial | Jr. or Sr.

2 House Number | Street | Apartment Number

3 City or Town | 4 Zip Code | 5 Mailing Address (if different) | 6 Village (if any)

7 Date of Birth | Sex | Height | Color of Eyes | 8 Length of Time at Residence ____ Yrs. or ____ Mos. or Days | 9 Employer (Name & Address) | 10 Tel. No. (if listed)

11 Last Registered (Year) (if none-state) | Number and Street | City or Town | County | State | Name by which Registered

12 Citizen by Birth? ☐Yes ☐No | If No, Complete Following: | Naturalization Papers ☐ Own ☐ Spouse | ☐ Mother ☐ Father | Yr. Issued | City and State | Name by which Issued

13 **PARTY ENROLLMENT**

You must enroll in a party to vote in a primary.
Check **ONE** box only in this section.

☐ Democratic ☐ Republican ☐ Conservative

☐ Liberal ☐ Right to Life ☐ I do not wish to enroll in party

13a ☐ This is a change of enrollment (See instruction 13a)

14 **AFFIDAVIT**

"I affirm that the information provided herein is true and I understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall subject me to the same penalties for perjury as if I had been duly sworn."

X _____

Signature or Mark of Applicant (sign within box) Date

Witness to Mark (only if applicant is unable to sign) Date

(MUST SIGN ON REVERSE SIDE)

DO NOT WRITE BELOW THIS LINE

Last Name	First Name	Initial	Jr.-Sr.	Street Address	City or Town	ED	Wd-AD

YR	MO	DAY	IF PAPER BALLOTS ARE USED		IF TWO MACHINES ARE USED MACHINE DESIGNATION	MACHINE PUBLIC COUNTER NUMBER	SIGNATURE OF VOTER	Challenged X	Assisted X	Inspector's Initials
			NO ON DEL'D	BALLOT VOTED						

PART II: BECOMING AN INFORMED VOTER

Generalizations developed in this section are:

1. There are many sources of information on elections. These include print and non-print media, organizations such as the League of Women Voters, etc.
2. All information on elections must be studied carefully so that the voter's knowledge can be as accurate as possible.
3. Informed voters should have a basic knowledge of the issues, should examine their own positions on the issues, and should compare their positions of those of the candidates before voting.

The three teaching activities in this section should be used in proper sequence: A, B, and C. Vocabulary, concepts and content developed in succeeding activities are built on those introduced in the preceding activities.

The three activities are:

A. Voter Fact Sheet 2
B. What Are The Issues? (Issues Worksheet 1)
C. What Is Important To Me? (Issues Worksheet 2, 3, 4)

Activity II.A: Voter Fact Sheet 2

The goals of this fact sheet are:

1. To develop an understanding of the vocabulary, content and generalizations basic to "Becoming an Informed Voter."
2. To serve as a reference for other activities in this section and for personal use outside the classroom.

Distribute Voter Fact Sheet 2 and complete it as a classroom activity.

Note: In discussion of questions 5 and 6, questionable or false issues may include such matters as a candidate's age, sex, race, marital status, religion, health, or net worth. Name calling ("mud-slinging") frequently occurs in very heated contests, especially as the end of the campaign approaches. Have students find examples of this type of negative campaigning in newspaper or magazine articles or editorial cartoons and discuss them. For historical perspective, it should be pointed out that this problem is nothing new in elections, nor is it found only in U.S. elections.

Voter Fact Sheet 2

1. Use the words in the right hand column to fill in the blanks in the outline below. (Note: Some of the terms in the right hand column might be used in more than one part of the outline.)

Sources of information about the elections:

A. Print media

- _____
- _____
- _____
- _____

B. Non-print media

- _____
- _____

C. Organizations

- _____
- _____
- _____
- _____

D. "First-hand" sources

- _____
- _____
- _____

E. Community resources

- _____
- _____

political parties

books

door-to-door visits by campaign workers

newspapers

commercial and public television

special interest groups/lobbies

public appearances by candidates

local and state governments

commercial and public radio

public libraries

magazines

brochures and flyers

telephone campaigning

local Board of Elections

League of Women Voters

2. Before voting, we should learn certain basic facts about our Presidential elections and the candidates who have been nominated. Discuss the questions below in class as fully as time allows:

   Presidential elections:

   How are candidates nominated?

   What is a "platform" and how is it written and approved (adopted)?

   How are national campaigns organized and conducted? How are they financed?

   How are campaigns run on the local level?

   Presidential (and Vice Presidential) candidates:

   What are the educational and occupational backgrounds of each candidate?

   What is his/her experience in local, state and/or national government?

   How does he/she react under pressure or in a crisis?

   Is his/her knowledge of public affairs thorough and accurate?

   Does he/she pick capable and honest advisers?

3. List four important issues in the 1988 Presidential election in order of importance, as you see them—"1" for most important, "4" for least important. Then discuss the issues with other students or with friends or members of your family and rank them again to see if discussion has caused you to change your opinion on the importance of any issue or issues.

1st Ranking	*Issues*	*2nd Ranking*
1		
2		
3		
4		

4. We must be cautious about campaigns which appeal to emotions rather than facts and issues. What are some examples of emotional campaigning that you have seen or heard this year? Can good campaigning combine facts and issues *and* emotion?

5. Rude or unkind negative expressions ("mud-slinging") may sometimes be used by political candidates. A recent example is the use of the word "wimp." List below and discuss with your classmates any others that you might have heard used by or about, the 1988 Presidential candidates, including those who were originally in the primary races, or their supporters.

_____

_____

_____

_____

If a candidate wished to state that another candidate had certain weaknesses that might be associated with being a "wimp," how might that be expressed without "mud-slinging" and offensiveness? (Think about the saying that people can disagree without being disagreeable.)

_____

_____

_____

6. Voters must watch out for candidates or campaigners who use questionable or false issues (age, sex, race, religion, marital status, health, net worth) in order to avoid the real issues. List below and discuss in class any questionable or false issues that you may have heard raised or suggested during the 1988 Presidential campaign.

_____

_____

_____

_____

7. We must be careful of campaign literature published by special interest groups heavily slanted either for or against a particular candidate's views and public record.

In the sentence above, "heavily slanted" means _____

_____

Some of the most objective information available is published by the League of Women Voters.

In the sentence above, "objective" means _____

_____

8. Surveys (polls) play an important part in an election; however, there are certain matters to be considered in any survey, such as:

   Who sponsored or took the survey?

   How many people were surveyed?

   How were they chosen?

   When was the survey taken?

   What were the questions?

   How was it taken (telephone, radio, television, door-to-door personal contact, mail)?

   Locate in a newspaper or magazine a report of a recent survey about the Presidential election. Answer the questions above and write a few sentences telling what the survey is supposed to show and whether or not you think its conclusions are reasonable. Briefly give a reason for your opinion.

Activity II.B: What Are The Issues?

The goals of this activity are:

1. To identify major issues of the 1988 Presidential election.
2. To understand the impact that major issues can make on a person's life.

[Note: It is essential that students recognize the importance of issues beyond the "bread-and-butter" ones. This can be emphasized by illustrating how many of the larger national and international issues are indirectly "bread-and-butter" issues for all Americans.]

Distribute and complete the following worksheets with the students. Publications of the League of Women Voters, literature from the campaign headquarters of each candidate, magazines such as *Time* or *Newsweek* and school magazines such as the *Scholastic* series can be used to focus on other issues.

Issues Worksheet 1

Directions: In the column on the left are issues which are important in this election year. In the column on the right are examples of ways in which these issues might affect an individual's life. In the spaces provided, list additional issues and ways in which they might affect your life or the lives of people you know.

Issue	**How does the issue affect me?**
Unemployment/ Underemployment	The factory in which I work is shutting down and the company is moving away. There is no other industry around here. How will I be able to support my family?
Drugs and Alcohol Abuse	Drug dealing is very widespread in my neighborhood. It is dangerous for all, especially the children. We are afraid to do anything about it. What will the government do to help us?
AIDS	People who are in "high risk" groups live in my neighborhood and work where I work. There have already been a few reported cases of AIDS, including one of my friends. What can be done about required testing and other kinds of protection? What can be done to help the victims?
Homelessness	There are increasing numbers of homeless people — young, old, men, women, and children — in my community and in many other communities throughout the United States. One of the main reasons for this is the shortage of affordable low income housing. What can be done to turn this around and reduce the numbers of homeless people?

Activity II.C: What Issues Are Important To Me?

The goals of this activity are:

1. To identify the Presidential candidates' views on the issues of the 1988 Presidential election.
2. To clarify the students' opinions on these issues.
3. To compare the students' views and the candidates' views.

Issues Worksheet 2 gives two examples of important political issues and positions. In a third example, only the issue is stated. Have the students write positions based on this example and place checkmarks accordingly. Background for issues can be obtained from such sources as the League of Women Voters or local campaign headquarters of the candidates.

The number and types of issues will depend on current events and the backgrounds of the students. Blank exercises (Issues Worksheets 3 and 4) have been provided to be used in various ways at the teacher's discretion to extend this activity.

Issues Worksheet 2

Below are three major issues in the 1988 Presidential election. Put a check mark in the box over the statement that most closely reflects your views on the first two issues. Under the third issue, write three basic positions on that issue and check the one that most closely reflects your views. In the spaces below the third issue, list other issues with three basic positions on each one and, in each case, put a check mark in the box that most closely reflect your views.

Arms Reduction

☐	☐	☐
More arms reduction agreements should be negotiated with the U.S.S.R. (such as the I.N.F. treaty).	The U.S. should keep existing agreements, but should not enter into any further arms reduction treaties with the U.S.S.R.	The U.S. should cancel existing arms reduction agreements with the U.S.S.R. and increase its military power as quickly as possible.

Social Services

☐	☐	☐
Some type of federally sponsored comprehensive health insurance should be available to all Americans.	Present-day health insurance plans — private, state and local group plans, with federal assistance should be continued.	The federal and state governments should not get involved in health insurance, but should leave those matters up to individuals, employers and insurance companies.

U.S. Export-Import Trade

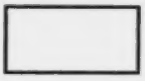
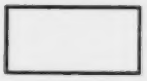
☐	☐	☐

☐	☐	☐

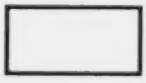
Issues Worksheet 3

Develop your own Issues Worksheet following the format on Issues Worksheet 2.

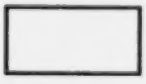
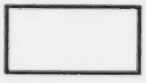
Issue: _____

Issue: _____



Issue: _____

Issues Worksheet 4

Fill in the 1988 Presidential candidates' names.

List important issues in this election in the first column. In the next three columns, state the candidates' views on the issue. Then go back to Worksheets 2 and 3 and write in the initials of the candidates' names, indicating what their views are on the issues. Decide which candidate has views most similar to yours.

Issue	**Candidate** _____	**Candidate** _____	**Candidate** _____

PART III: THE VOTING PROCESS

Understandings and generalizations to be developed in this section are:

1. Each voter should learn how to operate the type of voting machine used in his/her election district.
2. A responsible voter should understand how voting procedures allow for an orderly and impartial method of casting votes.
3. Special voting procedures must be available for handicapped persons and other persons who may not be able to go to their polling places.
4. Voters can express their views after Election Day by joining political groups, writing letters to elected officials and to newspapers, attending meetings and participating in community action either as individuals or as members of groups.

This section includes three teaching activities. The three activities are:

A. Voter Fact Sheet 3
B. Ballot Bulletin Board
C. Student Completion Sheet

These activities are not sequential. The teacher may choose to do both or only one depending on time and/or student interests. All materials are not included in this booklet. Contact with the local Boards of Elections is needed for Activity B.

ACTIVITY III.A: VOTER FACT SHEET 3

The goals of this fact sheet are:

1. To develop an understanding of additional vocabulary, content and generalizations related to the voting process.
2. To serve as a reference for other activities in this section and for personal use outside the classroom.

Distribute Voter Fact Sheet 3 and compare it as a classroom activity.

VOTER FACT SHEET 3

Complete each statement by filling in each blank with a correct work or phrase.

1. Where do you vote?

After you have registered, you will be notified by your county _____ as to the location of your _____. Remember that if you move, you must _____.

2. What is a ballot?

A ballot is an official list of _____, _____and _____ (and sometimes _____ and _____) which is mounted on the voting machine.

There are two forms of ballots used in New York State: _____ in Albany and New York City and _____ in the rest of the State.

Ballots in New York City are available in two languages, _____ and _____.

Write short definitions for the following:

Candidate: _____
_____
_____

Proposition *or* amendment:
_____
_____
_____

3. What is an absentee ballot?

An absentee ballot makes it possible for someone to vote if:
_____
_____
_____

How can an absentee ballot be obtained?
_____
_____
_____

4. What are some other important facts about voting?

Use the following words or phrases to complete the sentences below:

three	write-in
secret	handicapped
party's	same

If you are _____, a friend or relative may help you vote. You have _____minutes to vote. You do not have to choose all the candidates you favor from the _____ party when you vote. Even if you enroll in a particular party, you do not have to vote for all that _____ candidates. You can _____ a candidate's name if it does not appear on the ballot. Remember that your vote is always recorded in _____.

5. What are some other ways to get your ideas expressed in addition to voting?

Use the following words or phrases to complete the sentences below:

action group	newspaper
phone calls	letters
petitions	political party

There are other ways to get our ideas expressed in addition to voting:

Write _____ or make _____ to elected officials.

Write a letter to an editor of a local _____.

Circulate _____.

Join a _____ _____ or a political or community _____.

6. Below are a list of things you must do when you go to vote. Put them in order by placing a 1 on the line indicating the first thing you do and ending with 5 for the last thing.

_____ Pull the large handle in front of you to record your vote and open the curtain.

_____ Push down levers to vote for your choices.

_____ Sign your name on the poll card.

_____ Ask for help before you enter the voting booth *if* you are unsure as to how to use the machine, or if you cannot operate the machine by yourself.

_____ Enter the voting booth and pull the large handle in front of you to close the curtain.

7. Below are two types of ballots. State whether each is horizontal or vertical and where each ballot is used.

President/Vice President	**Senator**	**Congressional Representative**
Party A	Party A	Party A
Party B	Party B	Party B
Party C	Party C	Party C

Type of Ballot: _____ Where this is used: _____

President/Vice President	Party A	Party B	Party C
Senator	Party A	Party B	Party C
Congressional Representative	Party A	Party B	Party C

Type of Ballot: _____ Where this is used: _____

Activity III.B: Ballot Bulletin Board

The goals of this activity are:

1. To reinforce the students' understanding of vocabulary, content and generalizations developed in studying the voting process;
2. To develop the students' awareness of the types of ballots used in New York State.

For this activity, it is necessary to obtain an absentee ballot from your county Board of Elections. A student completion sheet for the final activity is provided at the end of this section. Fasten the absentee ballot to a bulletin board and work through the following steps as a class activity. Then, work through the student completion sheet with the class.

_____1. Color the names of all the candidates running under one party the same color.

_____2. Make a key on the bulletin board, labeling the party and coloring it the same color as #1 above.

_____3. Choose different colors and follow the procedures above for candidates running on each party's line. Label and color the key accordingly.

_____4. If there are any propositions or amendments on the ballot, color them with colors not already used and label and color the key accordingly.

_____5. Color the "write-in" area if it appears on your ballot. Label and color this on the key also.

Activity III.C: Student Completion Sheet

1. How many different political parties are on the ballot?

   _____

2. How many different national, State and local offices are up for election this year in your locality?

   _____

3. Are there any persons running for office as candidates of more than one party? _____. If so, what are the parties and what are the offices?

   _____

   _____

4. Which candidates already hold the office for which they are running and are therefore running for re-election (we call them "incumbents")?

   _____

   _____

5. Will your ballot be horizontal or vertical? _____

6. What is meant by "write-in" vote? _____

   _____

7. When you open the write-in slot, can you change your mind and vote for a candidate whose name is already printed on the ballot? _____

8. Are there any propositions or amendments to be voted for this year? If so, what are they?

   _____

   _____

   _____

   _____

ANSWER KEYS

Voter Fact Sheet 1

Complete each statement by filling in each blank with a correct word or phrase.

1. ***Why vote?***

   In order for our democracy to work well, our leaders must be *elected* by us.

2. ***What are political parties?***

   A political party is an organization made up of people who have, generally, *similar* ideas about government. The two most important, or major, political parties in the United States are the *Democratic* Party and the *Republican* Party.

   There are smaller, or minor, political parties made up of people who, for one reason or another, may be *dissatisfied* with either or both of the two major parties. In New York State, three minor parties are certain to appear on the voting ballot in 1988. They are the *Conservative* Party, the *Liberal* Party and the *Right-to-Life* Party. Other minor parties may also appear if they file petitions with the required number of registered voter's signatures. Sometimes a minor party will support (endorse), a candidate or candidates of a major party.

3. ***What are the different types of elections?***

   Primary Elections (or Primaries)

   The purpose of a primary election is to help choose a political party's *candidates*. In New York State, only *members* of a political party can vote in that party's primary election.

   In New York State, our 1988 Presidential primary election took place on *April 19*.

The date for all other 1988 primary elections in New York State is *September 15*.

NOTE: Not every party holds a primary election every primary election day. Why not? *In some years, there may not be more than one possible candidate for any office within a party.*

Which party or parties held a Presidential primary in New York State this year? *The Democratic Party*.

General Elections

All *registered* voters may vote in a general election, whatever their political party, or if they do not belong to any political party. The people who *win* in a general election will serve in the offices to which they have been *elected* . The period of time during which they serve is called their *term of office*.

4. ***How do you become a registered voter?***

   To register to vote, you must be

   - a *citizen* of the United States
   - at least *18* years old by Election Day
   - a resident of your *community (or city, town, village)* for at least *30* days before Election Day.

5. ***Why join a political party?***

   It is not necessary to join a political party in order to register or to vote. However, it is *possible* to join, or *enroll* in a political party if you wish. Two reasons for doing this are:
   1) *you may then vote in primary elections*
   2) *you can become involved in party activities and can take part in, and influence party decisions.*

6. ***Will I ever have to register again?***

   If you have ever registered before, you must re-register if:

   - you have not voted in the last *4* years.
   - You have changed your *address*.
   - You wish to change or cancel your political party *enrollment (or membership)*.

7. ***What are the important dates for voting?***

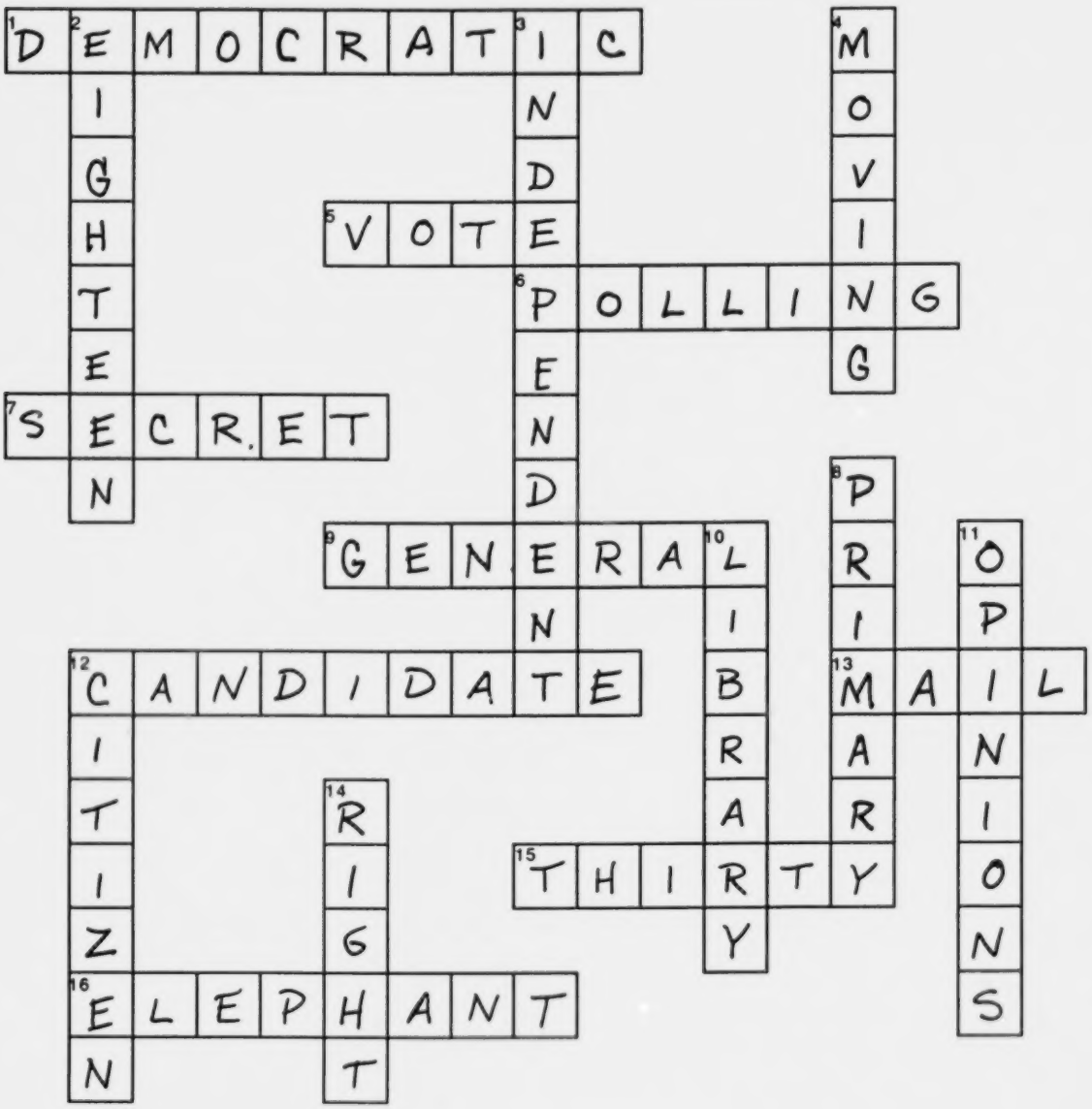
   The postmark deadline for 1988 mail registration is *October 11*

   The deadline for 1988 in person registration is *October 15*.

   Election Day in the United States occurs on the first *Tuesday* after the first *Monday* in the month of *November*.

   Election Day this year is on *November 8*.

1988 PRESIDENTIAL ELECTION CROSSWORD PUZZLE



Across

1. A party has a donkey for a symbol.
5. In a democracy, everyone should _____.
6. You vote at your _____ place.
7. All voting is kept _____.
9. In a _____ election, voters choose a candidate from several political parties.
11. A person who runs for office.
12. Register to vote in person or by _____.
15. You must live _____ days at your residence before the elections in order to vote.
16. The Republican Party symbol.

Down

2. The youngest age to vote.
3. A registered voter who does not join a party.
4. When _____ to a new address, you must reregister.
8. Only party members can vote in this election.
10. A place to pick up voter registration forms.
11. You must be a United States _____ to vote.
13. Voting allows us to express our _____.
14. Voting is a democratic _____.

Voter Fact Sheet 2

1. Use the words in the right hand column to fill in the blanks in the outline below. (Note: Some of the terms in the right hand column might be used in more than one part of the outline.)

Sources of information about the elections:

A. Printed media

- *books*
- *newspapers*
- *magazines*
- *brochures and flyers*

B. Non-print media

- *commercial and public television*
- *commercial and public radio*

C. Organizations

- *League of Women Voters*
- *Political parties*
- *special interest groups/lobbies*
- *local and State governments*

D. "First-hand" sources

- *door-to-door visits by campaign workers*
- *public appearances by candidates*
- *telephone campaigning*

E Community resources

- *public libraries*
- *local Boards of Elections*

political parties

books

door-to-door visits by campaign workers

newspapers

commercial and public television

special interest groups/lobbies

public appearances by candidates

local and state governments

commercial and public radio

public libraries

magazines

brochures and flyers

telephone campaigning

local Board of Elections

League of Women Voters

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2. These discussion questions should include:
   - The national nominating conventions, their procedures (i.e., nominating speeches, seconding speeches, demonstrations, balloting until a candidate reaches the magic number of delegate votes, the procedure for selection of a Vice-Presidential candidate)
   - The function and make-up of the national platform committees, the figurative use of the word "plank," the procedure for adoption of a platform, the dichotomy of "We point with pride . . . etc., etc." and "We view with alarm . . . etc., etc."
   - A brief overview of the way national campaign organi-

zations are put together, financed and managed, problems of coordination of efforts

- A comparison of the relatively simple local campaigns for local offices and the more elaborate national campaigns.
- Knowledge of the strengths and weaknesses of the candidates, based on the record, not on hunches or superficial evidence

4 and 5. Answering these questions requires some careful listening and/or reading and the development of skills of discernment (i.e., distinguishing between fact and opinion or fact and emotion). There is an opportunity to foster a positive attitude toward civility in politics. For example, a candidate could perhaps be described as indecisive or weak-willed in certain specific instances, without the offensive label of "wimp."

6. Note that an issue might be questionable in the case of one candidate and false in the case of another. For instance, the presence of a physical handicap without mental impairment or loss of energy would be a false issue; the presence of a serious mental or physical ailment might raise some legitimate questions.

7. In this context, "heavily slanted" means that the statements or argument "for" or "against" would be very exaggerated and opposing views would be distorted beyond reasonable limits.

   In this context, "objective" means that the statements or arguments "for" and "against" are presented as impartially and factually as possible, with equal attention to opposing views and, in the case of the League of Women Voters, without taking sides.

Voter Fact Sheet 3

Complete each statement by filling in each blank with a correct work or phrase.

1. **Where do you vote?**

   After you have registered, you will be notified by your county *Board of Elections* as to the location of your *polling place*. Remember that if you move, you must *re-register*.

2. **What is a ballot?**

   A ballot is an official list of *parties, offices* and *candidates* (and sometimes *propositions* and *amendments*) which is mounted on the voting machine.

   There are two forms of ballots used in New York State: *"horizontal"* in Albany and New York City and *"vertical"* in the rest of the State.

   Ballots in New York City are available in two languages, *English* and *Spanish*.

   Write short definitions for the following:

   Candidate: *a person who is running for a political office, usually as the nominee of a political party.*

   Proposition or amendment: *a) A proposition is a request to authorize the State government to take a certain action or to borrow money by issuing bonds; b) an amendment is a change, addition or deletion in the New York State Constitution, requiring voter approval.*

3. **What is an absentee ballot?**

   An absentee ballot makes it possible for someone to vote if:

   He/she will be away from his/her voting residence on Election Day or will be physically unable to go to the polling place.

   How can an absentee ballot be obtained?

   The voter must apply for an absentee ballot, either in writing or in person, by designated dates. An absentee ballot will then be sent to the voter.

4. **What are some other important facts about voting?**

   Use the following words or phrases to complete the sentences below:

three	write in	same
secret	handicapped	party's

   If you are *handicapped*, a friend or relative may help you vote. You have *three* minutes to vote. You do not have to choose all the candidates you favor from the *same* party when you vote. Even if you enroll in a particular party, you do not have to vote for all that *party's* candidates. You can *write in* a candidate's name if it does not appear on the ballot. Remember that your vote is always recorded in *secret*.

5. **What are some other ways to get your ideas expressed in addition to voting?**

   Use the following words or phrases to complete the sentences below:

action group	newspaper
phone calls	letters
petitions	political party

   There are other ways to get our ideas expressed in addition to voting:

   Write *letters* or make *phone calls* to elected officials.

   Write a letter to an editor of a local *newspaper*.

   Circulate *petitions*.

   Join a *political party* or a political or community *action group*.

6. **Below are a list of things you must do when you go to vote. Put them in order by placing a 1 on the line indicating the first thing you do and ending with 5 for the last thing.**

   5 Pull the large handle in front of you to record your vote and open the curtain.

   4 Push down levers to vote for your choices.

   1 Sign your name on the poll card.

   2 Ask for help before you enter the voting booth *if* you are unsure as to how to use the machine, or if you cannot operate the machine by yourself.

   3 Enter the voting booth and pull the large handle in front of you to close the curtain.

7. Below are two types of ballots. State whether each is horizontal or vertical and where each ballot is used.

President/Vice President	Senator	Congressional Representative
Party A	Party A	Party A
Party B	Party B	Party B
Party C	Party C	Party C

Type of Ballot: *vertical* Where this is used: *All polling places outside New York City and Albany*

President/Vice President	Party A	Party B	Party C
Senator	Party A	Party B	Party C
Congressional Representative	Party A	Party B	Party C

Type of Ballot: *horizontal* Where this is used: *New York City, Albany*

County Boards of Elections

Albany—Court House, Albany, N.Y. 12207 (518) 445-7591

Allegany—County Court House, Belmont, N.Y. 14813 (716) 268-7612

Broome—44 Hawley St. P.O. Box 1766, Gov't Plaza, Binghamton, N.Y. 13902 (607) 772-2172

Cattaraugus—County Bldg., Little Valley, N.Y. 14755 (716) 938-9111

Cayuga—Court House, Genesee St., Auburn, N.Y. 13021 (315) 253-1285

Chautauqua—County Office Bldg., Mayville, N.Y. 14757 (716) 753-7111

Chemung—425-447 Pennsylvania Ave., Elmira, N.Y. 14904 (607) 737-5475

Chenango—County Office Bldg., Norwich, N.Y. 13815 (607) 335-4504

Clinton—Gov't Center, 137 Margaret St., Plattsburgh, N.Y. 12901 (518) 565-4740

Columbia—401 State St., Hudson, N.Y. 12534 (518) 828-3115

Cortland—County Office Building, 60 Central Ave., P.O. Box 5590, Cortland, N.Y. 13045-0196 (607) 753-5032

Delaware—County Highway Bldg., Delhi, N.Y. 13753 (607) 746-2315

Dutchess—47 Cannon Street, Poughkeepsie, N.Y. 12601 (914) 431-2473

Erie County—134 W. Eagle St., Buffalo, N.Y. 14202 (716) 846-8891

Essex—County Court House, Elizabethtown, N.Y. 12932 (518) 873-6301 Ext. 277 & 278

Franklin—63 West Main St., Malone, N.Y. 12953 (518) 483-6767 Ext. 342, 343, 344

Fulton—County Bldg., Johnstown, N.Y. 12095 (518) 762-8683

Genesee—The County Court House, P.O. Box 284, Batavia, N.Y. 14020 (716) 344-2550

Greene—348 Main St., Catskill, N.Y. 12414 (518) 943-4191

Hamilton—County Bldg., Lake Pleasant, N.Y. 12108 (518) 548-4684

Herkimer—P.O. Box 527, Herkimer, N.Y. 13350 (315) 867-1102

Jefferson—175 Arsenal Street, Watertown, N.Y. 13601 (315) 785-3027, 3028, & 3325

Lewis—Court House, Lowville, N.Y. 13367 (315) 376-5342

Livingston—4223 Lakeville Road, Geneseo, N.Y. 14454 (716) 243-4200

Madison—County Office Bldg., Wampsville, N.Y. 13163 (315) 366-2231

Monroe—39 Main St., W., Rochester, N.Y. 14614 (716) 428-4550

Montgomery—Old Court House, Railroad St., Fonda, N.Y. 12068 (518) 853-3431 Ext. 227

Nassau—New Administration Bldg., Mineola, N.Y. 11501 (516) 535-2411

Manhattan Borough Office—131 Varick St., New York, N.Y. 10013 (212) 924-1860

Bronx Borough Office—1780 Grand Concourse, Bronx, N.Y. 10452 (212) 299-9017

Kings Borough Office—345 Adams St., Brooklyn, N.Y. 11201 (212) 522-2441

Queens Borough Office—42-16 West St., Queens Plaza, L.I.C., N.Y. 11101 (718) 392-8991

Richmond Borough Office—25 Hyatt St., Staten Island, N.Y. 10301 (212) 727-4300

Niagara—County Office Bldg., 59 Park Ave., Lockport, N.Y. 14094 (716) 439-6122

Oneida—800 Park Avenue, Utica, N.Y. 13501 (315) 798-5765

Onondaga—Civic Center, 421 Montgomery St., Syracuse, N.Y. 13202 (315) 425-3312

Ontario—County Office Bldg., 120 N. Main St., Canandaigua, N.Y. 14424 (716) 394-7070 Ext. 2282

Orange—25 Court Lane, Goshen, N.Y. 10924 (914) 294-5488 & 294-5151

Orleans—County Office Bldg., 14016 Rt. 31, Albion, N.Y. 14411 (716) 589-7004 Ext. 220, 222 & 224

Oswego—Oswego Office Complex, 70 Bunner St., Oswego, N.Y. 13126 (315) 349-3455

Otsego—County Office Building, 197 Main St., Cooperstown, N.Y. 13326 (607) 547-4247

Putnam—179 E. Lake Blvd., Mahopac, N.Y. 10541 (914) 628-0498

Rensselaer—Court House, Troy, N.Y. 12180 (518) 270-4070

Rockland—New Hempstead Road, New City, N.Y. 10956 (914) 638-5172

St. Lawrence—Court House, Rm. 100, Canton, N.Y. 13617 (315) 379-2202

Saratoga—50 W. High St., Ballston Spa, N.Y. 12020 (518) 885-5381

Schenectady—612 State Street, Schenectady, N.Y. 12307 (518) 382-3236

Schoharie—Court House, Schoharie, N.Y. 12157 (518) 295-7188

Schuyler—County Bldg., 9th & Franklin, Watkins Glen, N.Y. 14891 (607) 535-2590

Seneca—9 E. River St., Waterloo, N.Y. 13165 (315) 539-5063

Steuben—County Office Bldg., Bath, N.Y. 14810 (607) 776-7111

Suffolk—Yaphank, N.Y. 11980 (516) 924-4300

Sullivan—Government Center, 100 North Street, Monticello, N.Y. 12701 (914) 794-3000

Tioga—County Office Bldg., 56 Main Street, Owego, N.Y. 13827 (607) 687-0100

Tompkins—Court House Annex, 128 E. Buffalo St., Ithaca, N.Y. 14850 (607) 274-5521

Ulster—27 So. Manor Ave., Box 1800, Kingston, N.Y. 12401 (914) 331-9300

Warren—Warren Co. Municipal Center, Lake George, N.Y. 12845 (518) 761-6456

Washington-County Office Bldg., Upper Broadway, Fort Edward, N.Y. 12828 (518) 747-5122

Wayne—Montezuma St. Ext., P.O. Box 636, Lyons, N.Y. 14489-0636 (315) 946-9747

Westchester—134 Court St., White Plains, N.Y. 10601 (914) 285-5700

Wyoming— 5324 Doody Rd., Warsaw, N.Y. 14569 (716) 786-2295

Yates—County Bldg., Court St., Penn Yan, N.Y. 14527 (315) 536-4043